

Local Evaluation for *Central Decatur CSD/DC3 Coalition*
Iowa 21st CCLC for 2017-2018

Overview

To assist grantees with meeting the local evaluation requirements, the Iowa DOE provides a standardized form for local evaluations of the 21st CCLC Programs. Each grantee is required to complete the local evaluation form with data from the previous school year. Each grantee must submit ONE evaluation that encompasses all centers funded by the grantee. Cohorts 8-12 are to be included for reporting data for the 2017-2018 school year. Reported data will be from the Fall of 2017 and the Spring of 2018. Data will also be reported for the Summer of 2017. The table below lists the eight required sections of the local evaluation. Each section includes a checklist of required items to include. The completed form should be saved with the filename <Grantee Name 21st CCLC Local Evaluation Form 2017-2018>. The form must be completed and submitted in Word format. *(Note: Instructions for clarifications are shown in RED.)*

Required Section	Complete?
1. General Information	
2. Introduction/Executive Summary	
3. Demographic Data	
4. GPRA Measures	
5. Local Objectives	
6. Anecdotal Data	
7. Sustainability Plans	
8. Summary and Recommendations	

1. General Information

General Information Required Elements	Complete?
Basic Information Table	
Center Information Table	

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Basic Information Table	
Item	Information
Date Form Submitted	12-27-2018
Grantee Name	Central Decatur Community School District
Program Director Name	Amy Whittington
Program Director E-mail	Amy.whittington@centraldecatur.org
Program Director Phone	641-446-4452
Evaluator Name	Michele Dickey-Kotz / Nancy Halferty
Evaluator E-mail	dickey@graceland.edu / halferty@graceland.edu
Evaluator Phone	641-740-7056
Additional Information from Grantee (optional)	

Center Information Table	
Cohort	Centers
<i>(If not in a cohort, leave that cohort info blank)</i>	<i>(Enter Names of Centers, separated by commas)</i>
Cohort 8	
Cohort 9	

Cohort 10	
Cohort 11	
Cohort 12	South Elementary Central Decatur Community School District (Leon, IA); North Elementary Community School District (Leon, IA); Mormon Trail Elementary School, (Humeston, IA), Lamoni Elementary, Lamoni Community School District (Lamoni, IA)
Additional Information from Grantee (optional)	

2. Introduction/Executive Summary

Introduction/Executive Summary Required Elements	Complete?
Program Implementation	
• Needs Assessment Process	
• Key People Involved	
• Development of Objectives	
Program Description	
• Program days and hours	
• List of activities	
• Location of centers	
• Attendance requirements	
• Governance (board, director, etc.)	
Program Highlights	

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Type or copy and paste Introduction/Executive Summary here.

Cardinal Muscle and the Saints After-school Program represent a collaborative project resulting from the combined efforts of Central Decatur Community School District and the Mormon Trail Community School District. They had a very successful program in grant cycle eight with numerous benefits for all involved. In grant cycle twelve, another local district was added, Lamoni Community School District. This center is also located in Decatur County and shares a superintendent with Central Decatur CSD. High poverty numbers and isolation were compelling reasons to expand the grant to include students in this district. Close proximity and shared governance were strong factors in the consideration of this expansion as well. The addition of this district allows the benefits of shared resources (many community members cross over in a variety of roles), as well as enables all children in Decatur County to be provided with much needed services.

The partners share resources, responsibilities, and risks related to the 21st Century program. Each site contributes to the grant's operations, programming and quality corresponding with individual areas of expertise and mission alignment. The project is closely aligned with each district's goals as well as the overall CSIP goals of creating a safe learning environment and increasing math and reading achievement. Intentionally designed intervention activities for reading and math are purposefully integrated into the program. After-school tutoring is closely connected with individual student goals in order to remediate any reading or math deficiencies. Reading comprehension and vocabulary strategies and math problem solving are

regularly utilized to help students meet their proficiency goals. A unique feature of the four 21st CCLC centers is the close alignment of the project goals with student's daily achievement to best help promote and sustain student success. Each of these goals are designed to help with the early identification of students who need intervention and provide those students with individualized interventions that target the specific areas of student need.

During the current cycle, the grant was expanded to support the operation of four 21st Century Community Learning Centers. The program serves students at four centers within three districts: South Elementary (K-2 grades) and North Elementary (3-6 grades) represent the Central Decatur district in Leon, Iowa. The third site is located at Mormon Trail Community Elementary School (K-6) in Humeston, Iowa. The fourth site is located at the Lamoni Elementary School (K-5) in Lamoni, Iowa. The original design of the program involved a high level of collaboration between the two charter districts to ensure uniform delivery of the program. However, throughout the course of the previous grant cycle, it became evident that each site had unique needs; consequently, program delivery was tweaked to accommodate those differences in order to best serve students at each center. This is still true with the addition of the fourth site in Lamoni.

In the final year of the last grant cycle, it became increasingly evident that the two communities involved had very different needs and resources; the continued efforts to adapt the program to meet the unique needs of each district generated positive outcomes for both. In spite of the benefits to each, the result of streamlining the programs to fit the individual communities left a chasm that needed to be addressed. The districts were advised to find ways to be more intentional in their collaboration and consultation efforts to meet the burden of the grant. The Decatur County Coalition Committee was established to serve as the collaborative board. This group has quarterly meetings throughout the past year to provide guidance, consistency, and support for all four centers. Meeting agendas and minutes for these meetings can be found at:

https://docs.google.com/document/d/1qLXk9WFUGBe3NV7ljulE9Jl35uEa7uLx3h5Y_x5jyPA/edit?usp=sharing

Mormon Trail appears to have found the stability in leadership that was greatly needed to ensure the success of their endeavors. Several years of consecutive years leadership changes presented challenges to the implementation of the program. In the first year of the new grant cycle, many things that had previously plagued the district in sustaining the program at full-implementation level were no longer an issue. They continue to boost support and understanding of parents and other stakeholders with before, after, and night time programming – all of which were well attended. Overall, the current program is constructed much as it had been with an additional emphasis on science and technology. With stabilized leadership came a strong commitment to a robust program with increased attendance and support from all constituencies. The creation of the Decatur County Cares Coalition increased accountability, as well as aid, in securing resources and support for program development.

All centers have established before school programs which allow an intentional time for teachers and staff to touch base with students. This practice ensures the development of positive relationships and engenders a positive start for everyone's school day. Throughout the past several years, teachers have undergone training with Carol Dweck's growth mindset materials and Ruby Payne's poverty framework. These are employed in the early morning time together to hopefully bridge any issues that students may carry from home as they transition into their school day; it also supports their social-emotional growth and learning.

Dynamic and well-organized after school programs are offered at all sites. All programs begin

as soon as school dismisses and last until 5 or 5:30 p.m. The existing sites offered summer academic maintenance and academic enrichment programs. Mormon Trail and Central Decatur sites offered programming opportunities in June, July and August 2017. The program at the Lamoni center began in July 2017. When the program launched, the center was not yet fully staffed; program leaders contracted staff from the local community pre-school/daycare FUNSHINE LEARNING CENTER to deliver the summer program at the school.

Program delivery differs slightly at each site in order to accommodate unique community differences and to maximize the opportunity to facilitate student success; however, each center has depended on four groups for staffing.

Program Coordinators. Program Coordinators are certified teachers employed by each school district who have successful experience in leadership and program development. They attend training and are committed to collaboration with the other coordinators. The creation of the Decatur County Cares Coalition has supported and enhanced this collaboration. The coordinator for the Central Decatur sites left unexpectedly in midyear; the elementary principal in the district (who also serves at the grant coordinator) immediately assumed the responsibilities. Her leadership and past involvement and expertise enabled the program to continue seamlessly.

Certified Teachers and paraprofessionals. Each 21st Century learning center has between two and six certified teachers or paraprofessionals who share responsibility for supervising students, providing extra support around academic activities, homework completion, tutoring, and enrichment activities. All staff and faculty are supported with limited training and staff development.

Community Members. Each center includes at least one community member who shares responsibility for supervising students, monitoring academic activities, homework completion, tutoring, and enrichment activities. County members are supervised by the program director and undergo background checks prior to joining the program. They are also provided some support in the form of training and professional development conducted by the individual learning centers each year.

High School Students. Initially, each learning center included high school students as assistants and program mentors. Due to the geographic separation of the high school and elementary buildings (Humeston vs. Garden Grove), the Mormon Trail center experienced difficulty sustaining the participation of high school students and suspended this aspect of the program in the second year. The Central Decatur and Lamoni centers continue to employ at least four high school students every night who assist with individual students and assist adult program staff in supervision of elementary students and program delivery. High school students complete a job application each year, are interviewed and (once selected) undergo background checks. They go through an orientation with the program coordinator each year. Informally, the program coordinator and staff provide continuous ongoing supervision and support. There is an initial orientation for staff; however, all programs lack a sustained robust training staff development program.

3. Demographic Data

Demographic Data Required Elements	Complete?
2017-2018 School Year Attendance Tables	
• 2017-2018 School Year Attendance Summary Table	
• 2017-2018 School Year Attendance Ethnicity Table	
• 2017-2018 School Year Attendance Special Needs Table	
Summer of 2017 Attendance Tables	
• Summer of 2017 Attendance Summary Table	
• Summer of 2017 Attendance Ethnicity Table	
• Summer of 2017 Attendance Special Needs Table	
Attendance Discussion	
Partnerships	
• Partnerships Table	
• Partnerships Discussion	
Parent Involvement Information and Discussion	

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2017-2018 School Year Attendance. *Enter data in the appropriate fields in the tables below. Data will be from the Fall of 2017 and the Spring of 2018. There are separate tables for the Summer of 2017. Leave blank any cohorts that do not apply.*

21 st CCLC Program 2017-2018 School Year Attendance <i>Summary</i> Table				
Cohort	Attendees	Total Attendance	Male	Female
<i>Leave Blank if NA</i>		<i>Enter #</i>	<i>Enter #</i>	<i>Enter #</i>
8	All			
	Regular*			
9	All			

	Regular*			
10	All			
	Regular*			
11	All			
	Regular*			
12	All	235	125	110
	Regular*	121	68	53

*Regular Attendees have attended the program for 30 or more days.

21 st CCLC Program 2017-2018 School Year Attendance <i>Ethnicity</i> Table							
Cohort	Attendees	White	Hispanic/ Latino	American Indian/ Alaska Native	Black/ African American	Asian/ Pacific Islander	Unknown Race
<i>Leave Blank if NA</i>		<i>Enter #</i>	<i>Enter #</i>	<i>Enter #</i>	<i>Enter #</i>	<i>Enter #</i>	<i>Enter #</i>
8	All						
	Regular*						
9	All						
	Regular*						
10	All						
	Regular*						
11	All						
	Regular*						
12	All	222	1	0	6	0	6
	Regular*	114	1	0	6	0	0

*Regular Attendees have attended the program for 30 or more days.

21 st CCLC Program 2017-2018 School Year Attendance <i>Special Needs</i> Table				
Cohort	Attendees	LEP	Free and Reduced Price Lunch (FRPL)	Special Needs
<i>Leave Blank if NA</i>		<i>Enter #</i>	<i>Enter #</i>	<i>Enter #</i>
8	All			
	Regular*			
9	All			
	Regular*			
10	All			
	Regular*			
11	All			
	Regular*			
12	All	0	153	69
	Regular*	0	102	23

*Regular Attendees have attended the program for 30 or more days.

Summer of 2017 Attendance. *Enter data in the appropriate fields in the tables below. Data will be from the Summer of 2017 ONLY. Leave blank any cohorts that do not apply.*

21 st CCLC Program Summer 2017 Attendance <i>Summary</i> Table				
Cohort	Attendees	Total Attendance	Male	Female
<i>Leave Blank if NA</i>		<i>Enter #</i>	<i>Enter #</i>	<i>Enter #</i>
8	All			
	Regular*			
9	All			
	Regular*			
10	All			
	Regular*			

11	All			
	Regular*			
12	All	104	63	41
	Regular*	74	45	29

***Regular Attendees have attended the program for 30 or more days.**

21 st CCL Program Summer 2017 Attendance <i>Ethnicity</i> Table							
Cohort	Attendees	White	Hispanic/ Latino	American Indian/ Alaska Native	Black/ African American	Asian/ Pacific Islander	Unknown Race
<i>Leave Blank if NA</i>		<i>Enter #</i>	<i>Enter #</i>	<i>Enter #</i>	<i>Enter #</i>	<i>Enter #</i>	<i>Enter #</i>
8	All						
	Regular*						
9	All						
	Regular*						
10	All						
	Regular*						
11	All						
	Regular*						
12	All	103	2	0	0	0	1
	Regular*	71	2	0	0	0	1

***Regular Attendees have attended the program for 30 or more days.**

21 st CCLC Program Summer 2017 Attendance <i>Special Needs</i> Table				
Cohort	Attendees	LEP	Free and Reduced Price Lunch (FRPL)	Special Needs

<i>Leave Blank if NA</i>		<i>Enter #</i>	<i>Enter #</i>	<i>Enter #</i>
8	All			
	Regular*			
9	All			
	Regular*			
10	All			
	Regular*			
11	All			
	Regular*			
12	All	0	47	5
	Regular*	0	34	4

***Regular Attendees have attended the program for 30 or more days.**

Attendance Discussion.

Attendance Discussion Required Elements	Complete?
General discussion on attendance including	
<ul style="list-style-type: none"> Percentage of 21st CCLC attendance compared to total population. 	
<ul style="list-style-type: none"> Percentage of attendees who are FRPL. 	
<ul style="list-style-type: none"> Efforts to increase and keep attendance high. 	
<ul style="list-style-type: none"> Recruitment efforts. 	
<ul style="list-style-type: none"> Discussion on how contact hours requirement is being met. <i>60 hours per month (3 hours per day x 5 days a week) during weeks when school is in session (not counting Christmas or Spring Break)</i> 	

Attendance at all four sites is strong during the school year with nearly 90% of elementary students attending at least a few days of after school programming. All sites have a spike in attendance on early dismissal days. This is a positive trend as it shows that the programs are meeting a need of the parents, district and community. However, many of these students do not become regular program attendees for a variety of reasons including, but not limited to, student choice, conflict with other after school clubs and activities, and parent schedules and

choice. Summer school is fairly strong serving approximately 30% of the elementary age students. Attendance is stronger among lower elementary-age students during the school year and summer, as parents at the K-3 level report needing more supervision and daycare for their younger-age children.

Each program would like to attract more at-risk youth to attend but face barriers in parent support and limited understanding of the program value. Transportation is also an issue for many in Lamoni and Mormon Trail. After five years of implementation, each site expressed a desire to strengthen the “fun” factor of after school programming and add more hands-on and STEM activities in order to increase attendance of upper elementary students.

Partnerships Table. *Enter data in the appropriate fields in the table below. Add rows as needed. In-kind value must be reported as a monetary value (i.e. \$1,200). Contribution type must be one of the following eight items. The number of each item may be used in the table (i.e. 4 in place of Provide Food). If a partner has more than one contribution type, enter all of them in the Contribution Type cell.*

- 1. Provide Evaluation Services*
- 2. Raise Funds*
- 3. Provide Programming / Activity-Related Services*
- 4. Provide Food*
- 5. Provide Goods*
- 6. Provide Volunteer Staffing*
- 7. Provide Paid Staffing*
- 8. Other*

21 st CCLC Program 2017-2018 Partnerships Table					
Name of Partner <i>(Enter name of Partner)</i>	Paid/ Unpaid	Contribution Type <i>(From list above)</i>	Staff Provided <i>(Describe if applicable)</i>	In-kind Value <i>(Monetary Value if unpaid partner)</i> <i>**Inkind calculated at rate of \$25 per hour</i>	Number of Centers Served <i>(Input the number of centers this partner served)</i>
ISU Extension and Outreach	unpaid	Provide Programming/Activity Related	County Youth Coordinator provides hands on assistance during field trips and	\$750	4

		Services	events		
Decatur Co. Conservation	unpaid	Provide Programming/Activity Related Services	Decatur Co. Naturalist provides regular program assistance- at after school events and during summer	\$2500	4
Graceland University	unpaid	Provide Programming/Activity Related Services; Provide occasional volunteer staffing	Multiple college students design programming and lead stations on early dismissal days, supervised by Graceland professors	\$5000	3
Decatur Co. Sheriffs Department	unpaid	Provide Programming/Activity Related Services	Programming on bike and summer safety at each site	\$400	4
Americorps Youth Launch	unpaid	Provide Programming/Activity Related Services; Provide paid staffing; Provide volunteer staffing	3- Regular Program staff in summer	\$11,250	3
RSVP	unpaid	Provide Programming/Activity Related Services; Volunteer staffing	1 volunteer—after school specific programming at Lamoni- about 2 hrs week	\$1800	1
Decatur Co. Public Health	unpaid	Provide Programming/Activity Related Services;	Health & nutrition programming- pick a better snack	\$600	3

		Evaluation services			
Decatur County Development Corps	unpaid	Raise Funds; provide goods	Technical & funding assistance as needed	\$500	4
SWCC	unpaid	Provide Programming/Activity Related Services	Field Trip opportunities	\$1000	4
Rotary Club	unpaid	Funding; goods; food	Funding assistance as needed	\$1000	
Community Public Libraries (Leon, Lamoni, Humeston)	unpaid	Provide Programming/Activity Related Services	Summer school book checkout and summer reading program coordination, school year field trips	\$2400	4
FUNSHINE	paid	Provide Programming/Activity Related Services; Volunteer staffing; Paid staffing	Summer assistance to Lamoni site	\$4000	1

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Partnerships Discussion.

Partnerships Discussion Required Elements	Complete?
General discussion on Partnerships including	
• Summary of partnerships table.	
• Total unpaid and paid partners.	
• Efforts to recruit partners.	
• Highlights of partnerships.	

- | | |
|---|--|
| <ul style="list-style-type: none"> • How partnerships help program serve students. | |
|---|--|

Type or copy and paste Partnerships Discussion here.

Partnerships are critical to the success of any program. The centers are in the middle of a rural poverty pocket, so establishing partnerships requires creativity. Sustaining said partnerships takes more work because helping to lift students out of poverty and move them toward successful lives is a collective commitment of civic leaders. To date, several agencies/organizations provide the three centers with programing including: Community Health Centers of Southern Iowa (presentations on wellness and drug/alcohol prevention, free dental screenings, sponsor snacks for Family Literacy Nights); Iowa State Extension and Outreach (supply newly developed literacy focused activities to pilot, provide resources and kits, share best practices for youth development staff training); Decatur County Sheriff's Department (visit programs regularly, presentations on safety, drug awareness, bullying and violence prevention and careers); AmeriCorps Youth Launch (family literacy nights, dedicated AmeriCorps members for educational assistance, mentoring, service learning, and STEM); Leon, Lamoni and Humeston Public Libraries (administer summer reading program and activity programs during after school hours, provide access to library resources); Graceland University (culturally, recreation, and enrichment programs and activities); Decatur County Conservation (which manages 9 parks and natural areas - provide conservation programs and activities; supervise field experiences to nature areas); and the Iowa Department of Natural Resources (facilitate outdoor education programming). The programs also benefit from the Rotary Club of Decatur County and the Parent - Teacher Organizations which provide a variety of goods and support. The Decatur County Rotary have been generous in seeking and providing funding for programs when grant funds end, and were instrumental in the establishment of the "Backpack Buddy" program. (The school districts have a partnership with the Iowa Food Bank to participate in this program. Decatur County Rotary picks up the food in Des Moines each month and helps to pack the 120 bags for local students. This program is a partnership between the three entities and provides weekend food supplies to 30 needy students on a weekly basis. These students have been identified as "food scarce" children who may not have regular, if any, access to food or meals on the weekends. The goal of this program is to provide enough food to help these children get through the weekend between Friday's school lunch and Monday's school breakfast.

Partner contributions are routinely recognized with thank you letters written by the students. The relationships are also regularly recognized on social media, school websites, and in the local newspapers.

Parent Involvement Information and Discussion.

Parent Involvement Information and Discussion Required Elements	Complete?

Number and description of parent meetings and/or events.	
Number of parents at each meeting and/or event.	
Description of communication with parents (flyers, letters, phone calls, personal contact, etc.)	
Efforts to increase parental involvement.	

Type or copy and paste Parent Involvement Information and Discussion here.

Family literacy nights are part of the design of the program. Central Decatur held four during the evaluation year and utilized 21st Century grant funding to pay district teachers to lead the evening programming. The intent of the family literacy nights is to have teachers and staff demonstrate family activities and strategies that, in addition to promoting literacy, also support the development and maintenance of positive parent/child relationships. It is the continued hope that the ability to hire teachers (rather than expecting them to volunteer) will allow the district to increase these events to at least six times a year. The Mormon Trail center had difficulty getting these events up and running but were able to have two during the past grant year. Interviews with stakeholders indicate a continued commitment to hold additional events each year. It is the belief of the evaluators that the leadership is now stable and that these nights will become an important component of the program. The Lamoni center held a fall Harvest Hootenanny Literacy Night in early November with guest storyteller, Adam Booth. There were over 100 students and family members in attendance. They also held a Family Literacy Night in April with an equal amount of students and family members in attendance.

Communication with parents is a critical component to their involvement. All sites have established methods for communicating school and program information to parents and to the general community.

At Central Decatur, a bi-monthly newsletter is sent via bulk mail to every mailbox in the district. This newsletter contains the monthly school activity calendar, notes from administration and student highlights. Each week a parent update is sent home with every elementary student. This update contains more time sensitive items as well as pictures and celebrations of student learning. Media resources are also utilized for communication between the school and community. Central Decatur developed a website which is also utilized to communicate and share information. Email is another way regular school staff and before/after school staff communicate expectations, homework, and student progress. In addition the location of each 21st Century site at the primary elementary building allows for sharing of materials and notes. Central Decatur has a phone system which includes voicemail for all certified staff. This is another way for parents and staff to communicate. Parents can leave a message for teachers and staff at any time of the day or night and staff can return the call at their earliest convenience. Every parent has access to the student information system- Powerschool which provides easy access to grades and attendance records. A textcaster system is utilized to provide more timely notices on closures and delays.

At Mormon Trail, communication with parents/guardians is achieved in a variety of ways. Teachers and parents communicate through the students' daily planners. Parents have access

to the district's JMC program. Through this program, parents have access to their child's assignments and grades. Parents may email teachers or leave a voicemail if the teacher is unavailable to take their call. Elementary teachers send home a weekly bulletin to parents. Mormon Trail also has a robust website with the school calendar as well as school news and activities. Parents are encouraged to sign up for text messaging for instant updates for cancellations and activity changes. The district sends a monthly newsletter to all patrons which contains activity schedules, lunch menus, board minutes and highlights student activities and successes.

At Lamoni, communication with parents/guardians is accomplished through a digital newsletter (also available in hard copy), a program Facebook page, and use of the REMIND application which automatically reminds parents of program events. In addition, parents have access to the district's JMC program which gives them access to their child's/children's assignments and grades. Parents may email teachers or leave a voicemail if the teacher is unavailable to take their call. Lamoni also has a robust Enrichment Academy website (<https://www.lamonischools.org/vnews/display.v/SEC/Exploration%20Academy>)

used to communicate and share information -- including an abundance of photos and testimonies outlining program events and successes.

Parents/guardians at all centers receive a monthly sign-up sheet (sent home with the student or electronically provided) in which they enroll their children for the after-school activities. Parents/guardians return the sheet to the student's classroom teacher. This process is designed to allow parents to confirm that their child will participate; it also is critical for the after-school programmers to be able to anticipate numbers as they design activities and secure resources.

4. GPRA Measures

For 2017-2018, the US DOE has indicated that 21st CCLC Programs should measure 14 performance indicators that follow the Government Performance and Results Act (GPRA). Please note the GPRA data intends to measure student improvement based on how many regular attendees needed improvement. If you do not have this number, then enter the total number of Regular Attendees for each grade level instead. Also note that reading scores can be used for GPRA Measures 4-6 - Improvement in English. This is the same data reported online to the APR Data System.

GPRA Measures Required Elements	Complete?
GPRA Measures Data Table	
<ul style="list-style-type: none"> Name of Assessment Tools Used for Each Measure. 	
<ul style="list-style-type: none"> Data Entered for all Applicable Measures. 	
GPRA Measures Discussion	

GPRA Measures Data Table.

GPRA Measures	Number of Regular Student Attendees Needing Improvement	Number of Students Who Improved	Percentage of Students Who Improved
GPRA Measures 1-3 – Improvement in Mathematics			
Assessment Tool Used: Iowa Assessments – Math Total score			
1. The number of elementary 21st Century regular program participants who improved in mathematics from fall to spring.	43	34	80%
2. The number of middle/high school 21st Century regular program participants who improved in mathematics from fall to spring.	n/a	n/a	n/a

GPRA Measures	Number of Regular Student Attendees Needing Improvement	Number of Students Who Improved	Percentage of Students Who Improved
3. The number of all 21st Century regular program participants who improved in mathematics from fall to spring.	43	34	80%
GPRA Measures 4-6 – Improvement in English			
Assessment Tool Used: Iowa Assessments- Reading subtest			
4. The number of elementary 21st Century regular program participants who improved in English from fall to spring.	61	35	58%
5. The number of middle/high school 21st Century regular program participants who improved in English from fall to spring.	n/a	n/a	n/a
6. The number of all 21st Century regular program participants who improved in English from fall to spring.	61	35	58%
GPRA Measures 7-8 – Improvement in Proficiency			
Assessment Tool Used: Iowa Assessments- Reading subtest			
7. The number of elementary 21st Century regular program participants who improve from not proficient to proficient or above in reading.	61	35	58%
8. The number of middle/high school 21st Century regular program participants who improve from not proficient to proficient or above in reading.	n/a	n/a	n/a
GPRA Measures 9-11 – Homework and Class Participation			

GPRA Measures	Number of Regular Student Attendees Needing Improvement	Number of Students Who Improved	Percentage of Students Who Improved
Assessment Tool Used: Teacher reports and surveys			
9. The number of elementary 21st Century regular program participants with teacher-reported improvement in homework completion and class participation.	72	29	41%
10. The number of middle/high school 21st Century regular program participants with teacher-reported improvement in homework completion and class participation.	n/a	n/a	n/a
11. The number of all 21st Century regular program participants with teacher-reported improvement in homework completion and class participation.	72	29	41%
GPRA Measures 12-14 – Student Behavior			
Assessment Tool Used: office referral reports from each site, and Lamoni site teacher surveys			
12. The number of elementary 21st Century regular program participants with teacher-reported improvements in student behavior.	24	15	63%
13. The number of middle/high school 21st Century regular program participants with teacher-reported improvements in student behavior.	n/a	n/a	n/a
14. The number of all 21st Century regular program participants with teacher-reported improvements in student behavior.	24	15	63%

GPRA Measures Discussion.

GPRA Measures Discussion Required Elements	Complete?
Total or Regular Attendance Used?	
Discussion of high performing and low performing areas.	
Description of data collecting instrument.	
Discussion of difficulties on any GPRA Measure.	
Assessment of 21st CCLC Program based solely on GPRA Measures.	

Type or copy and paste GPRA Measures Discussion here.

Districts do not administer the Language/English section of the Iowa Assessments at the elementary level, so results related to English improvement are unavailable. However, the sites utilized the reading scores from Iowa Assessments were utilized to complete the Language/English sections.

The behavior results showed that there was a parallel result with behaviors between classroom and after school time. When students were disruptive or having issues during the day within the classroom, the same behaviors continued after school. In Lamoni, 90% of students with documented behaviors showed a reduction in referrals from 2017-2018 to the present. Site documentation and anecdotes of all the sites, show that overall student misbehaviors increase after school, which may be a result of student fatigue or more of the open ended activities.

Results from homework completion and academic progress were positive. All teachers reported that there was an increase in the number of students who were completing their homework on time and correctly. Teachers also informally reported improvements in spelling and math assessments as a result of the focused homework support time at each site.

Iowa Assessment results for students in grades 3-6 were reviewed in order to assess progress and complete the above tables for reading and mathematics. Teacher surveys and interviews were utilized to complete the above sections on homework completion and behaviors. Only the Lamoni Center distributed and collected teacher surveys. Mormon Trail and Central Decatur sites relied on teacher verbal reporting.

Results on GPRA reported measures show positive gains in all areas. Regular program attendees show most success on GPRA measures - averaging 69% in academic gains and 41% average success in increasing homework completion, class participation and overall behavior improvements. Staff at the sites believe this due in a large part to the close connection between the elementary building and the program staff. There is extensive overlap in staffing and materials which increases the opportunities and consistency for students. For example, an after school teacher also serves as an elementary Title I teacher, so she is able to continue using the same materials and language for an intervention after school as she does during the school day. This overlap contributes to significant gains among regular attenders. Regular program attendees show more success in academic gains and homework completion than

those attending infrequently.

5. Local Objectives

STARTING JULY 1, 2017, GPRA MEASURES WERE THE OFFICIAL OBJECTIVES. Additional local objectives should be added to help your local organizations better serve your community. However, these local objectives will be considered as additional information since the GPRA Measures will always serve as the official objectives. Data will be from the Summer and Fall of 2017 and the Spring of 2018.

Local Objectives Required Elements	Complete?
Local Objectives Data Tables	
<ul style="list-style-type: none"> Rating of each Objective as listed below. 	
<ul style="list-style-type: none"> Full Methodology used for measurement. 	
<ul style="list-style-type: none"> Justification for Rating 	
Local Objectives Discussion	

Local Objectives Data Tables.

For each cohort table, enter the appropriate data. If a Grantee did not participate in a cohort, that cohort table will be left blank. Rows may be added as needed. If desired, all cohorts may be combined into one table (especially helpful if all objectives are the same). If this is done, in the objectives discussion section, note that the table combines more than one cohort. Objectives will be rated as one of four ways:

- Met the stated objective. *Must provide methodology on how the objective was measured and justification for meeting the objective.*
- Did not meet but made progress toward the stated objective. *Must provide methodology on how the objective was measured and what criteria was used to determine that progress was made.*
- Did not meet and no progress was made toward the stated objective. *Must provide methodology on how the objective was measured and what criteria was used to determine that no progress was made.*
- Unable to measure the stated objective. *All objectives should be measured unless extraordinary circumstances prevent doing so. If an objective cannot be measured, complete details on these circumstances must be provided in the Methodology/Justification column.*

Cohort 8 Table

Cohort 8 Objectives	Objective Rating	Methodology/Justification for Rating

Cohort 9 Table

Cohort 9 Objectives	Objective Rating	Methodology/Justification for Rating

Cohort 10 Table

Cohort 10 Objectives	Objective Rating	Methodology/Justification for Rating

Cohort 11 Table

Cohort 11 Objectives	Objective Rating	Methodology/Justification for Rating

Cohort 11 Objectives	Objective Rating	Methodology/Justification for Rating

Cohort 12 Table

Cohort 12 Objectives	Objective Rating	Methodology/Justification for Rating
After 90 days or more, in one of the Decatur County Cares Coalition (DC3) sites:		
Objective 1: When matched by similar demographics to no-participants in their school, a higher percentage of DC3 participants will be proficient in reading as measured by Fall and Spring FAST Assessments	<ul style="list-style-type: none"> Did not meet but made progress toward the stated objective. 	Data Analysis
Objective 2: 80% of parents will agree that their child's academics have improved and that the after school programs provide extra academic support as measured by parent surveys	Met the stated objective	<ul style="list-style-type: none"> Parent interviews/focus groups Parent surveys Administrator/teacher/DC3 program staff anecdotal reports
Objective 3: Teachers with students enrolled in the after school programs will agree that 75% of their students have improved their academic performance as measured by teacher surveys.	<ul style="list-style-type: none"> Did not meet but made progress toward the stated objective. 	The centers that did submit completed surveys evidenced growth toward objective. It was difficult to measure because not all centers submitted the same data.
After 90 days or more, in each of the D3 sites:		
Objective 1: 80% of after school program participants	<ul style="list-style-type: none"> Did not meet but made progress toward 	Significant drops in overall absences among regular

Cohort 12 Objectives	Objective Rating	Methodology/Justification for Rating
will decrease and/or maintain their school absences to less than 5 days per year from the regular school day as measured by program and District attendance records	the stated objective.	program attenders did occur, but more than 20% still miss more than 5 days a year.
Objective 2: Teachers agree that 75% of their students enrolled in the after school program are more engaged in the learning process, are behaving well in class, and are getting along well with others as measured by teacher surveys and school behavior reports.	<ul style="list-style-type: none"> Collectively, did not meet but made progress toward the stated objective. 	This was difficult to measure because not all centers accessed and/or submitted data. Those that did, evidence great promise in reaching this objective.
After 90 days or more, in one of the DC3 sites:		
Objective 1: 80% of parents with students in the after school program will participate in a minimum of 2 family literacy activities/year as evidenced by event activity/participation records	<ul style="list-style-type: none"> Success varies at the centers – collectively the coalition did not meet but made progress toward the stated objective 	Data analysis and administrative/teacher/program staff anecdotal interviews and discussions
Objective 2: 80% of parents attendance Family Literacy events will agree that the event(s) helped them assist their child as measured by event-specific post-activity evaluations.	<ul style="list-style-type: none"> Success varies at the centers – collectively the coalition did not meet but made progress toward the stated objective 	Data analysis and administrative/teacher/program staff anecdotal interviews and discussions

Local Objectives Discussion.

Local Objectives Discussion Required Elements	Complete?

• Statistical Analysis as Applicable.	
• Improvement over more than one year as observed.	
• Applicable graphs, tables, and/or charts.	
• Details on methodology and ratings as needed.	
• Clarification for objectives not met.	
• Clarification for objectives not measured.	

Type or copy and paste Local Objectives Discussion here.

Two goals for programing were identified in the initial grant. These goals continue to be a primary focus of the program.

Original Goals:

Goal 1: Increase academic achievement for students in reading.

Goal 2: Increase academic achievement for students in math.

Revised Goals 2017: The initial objective was lofty and specific in seeking a desired outcome of 85% proficiency in reading and math for those participants attending 30 or more days. As implementation of the grant evolved, a more realistic learning objective was applied to represent a more attainable outcome. In the second year, the desired outcome was revised to represent a more practical measure of program impact: program facilitators sought to find evidence of increased scores in reading and math for those who attended the program 30 or more days. This adjustment provided the programs with more viable and reliable evidence; however, it is important to note that the centers recognized that even the adjusted learning measurement of 85% proficiency was unrealistic for the at-risk student population and that they failed to measure student growth and achievement for the youngest participants (K-1). As a result, a more inclusive and realistic standard of measure in the assessment of student growth and achievement was revised again.

1. "When matched by similar demographics to non-participants, a higher percentage of students attending 60+ days in the program will be proficient in reading as measured by Iowa Assessments. Students in K-1 will utilize FAST assessments.
2. "When matched by similar demographics to non-participants, a higher percentage of students attending 60+ days in the program will be proficient in math as measured by Iowa Assessments."

The program's continuous changes in the learning objectives evidence the on-going reflective process in which the grantees engage to assure that realistic measures of program impact can be aggregated and analyzed.

Science and technology integration were always a piece of the program; however, during the third year of the previous grant cycle, the existing sites intentionally expanded the focus in science and technology to meet the increasing STEM demands and expectations. This focus has continued at all sites in a variety of ways.

Across the grant cycles, the evaluators have found robust evidence that the program has sustained an enduring commitment to the original established guiding values of the Central Decatur and Mormon Trail Learning Centers including:

All children deserve physical and emotional environments that satisfy their basic needs.

All children need supportive adult relationships and role models.

All children benefit from expanded learning opportunities.

The addition of the Lamoni center generated in-depth discussions about these values and provided a renewed commitment by all centers.

6. Anecdotal Data

Anecdotal Data Required Elements	Complete?
Success Stories	
Best Practices	
Pictures	
Student, teacher, parent, and stakeholder input.	

Success Stories

Success Stories Required Elements	Complete?
Specific Examples.	
Key People Involved	
Quotes from participants, teachers, parents, etc.	
Include objectives showing large increases.	

Type or copy and paste Success Stories here.

All students attending the summer program were able to attend and participate in public library programming. This allowed students to check out books throughout the summer and

earn prizes with the library. Students and families were especially excited about receiving Leon Rodeo tickets upon completion of the June reading log. The school noted that regular attendees during the summer showed minimal, and in some cases, zero drop off in reading fluency from spring testing to fall. The school reported this was a direct result of the partnership between the schools, the summer program, and the public libraries.

Other successes are derived from having children cared for and engaged in productive enrichment activities after the school day ends, as well as less stress on families when homework is done and they can go home and be a family. Friendships that cross age differences, community understanding, as well as increases in physical activity and healthy snacks, are among other “hidden” benefits.

Best Practices

Best Practices Required Elements	Complete?
Description of the practice/activity.	
Methodology of measuring success of best practice.	
Information on why practice/activity was implemented.	
Impact of practice/activity on attendance.	
Impact of practice/activity on student achievement.	

Type or copy and paste Best Practices here.

The project is closely aligned with districts’ goals, including overall CSIP goals of creating a safe learning environment while increasing math and reading achievement. Student intervention activities for reading and math are provided. After school tutoring is closely connected with individual student goals in order to remediate any reading or math deficiencies. Reading comprehension and vocabulary strategies and math problem solving will be utilized to help students meet the proficiency goals. A unique feature of the four 21st CCLC centers is the close alignment of the project goals with school day achievement to best help promote student success. Each of these are designed to help identify students who need intervention early in the school year and provide those students with individualized interventions that will target the specific areas of student need.

Students at-risk in reading and/or math are asked to participate in after school programming. Rural homes in Decatur and Wayne counties are very isolated, and many families lack the necessary financial resources to arrange private transportation to and from school. These families depend on school transportation to ensure their child gets to school on a daily basis;

staying after school (or getting to school in the summer) is a luxury that few families in this area can afford. To accommodate this need, regular and free transportation is made available for after school as well as summer programming to ensure that the students who have the greatest economic barriers have an opportunity to participate and benefit from the programming without creating hardships for their families.

STEM continues to be a force in career and technical education. All four centers continue to focus on equity as it relates to the development of the skill set required to be successful in these areas. The after school programs all have STEM components each day - one in which students are engaged in academic enrichment activities on computers, science projects, or a coding exercises.

The centers also continue to be committed to physical literacy and overall student health. Physical activity is routinely integrated in the after school and summer programming. A healthy snack is always provided and there is regular programming designed to strengthen overall student health and body awareness. Districts consult with their Physical Education instructors in the design of appropriate and engaging activities and have also consulted with Graceland University faculty in the Health and Movement Science division to acquire greater understanding of student needs and current trends and issues in the field.

Cultural awareness is critical to the task of becoming a 21st Century global citizen. The Centers are intentional in including programming that advances students' cultural competencies and have elected to use a fine arts pathway to promote cultural consciousness; additionally, there are annual field trips that are designed to provide students with and Arts and Music cultural experience. The districts also utilize their art teachers to develop activities to explore their own cultural and artistic identity.

Pictures



The Lamoni Exploration Academy archives (which include a plethora of photos and newsletters) can be accessed here:

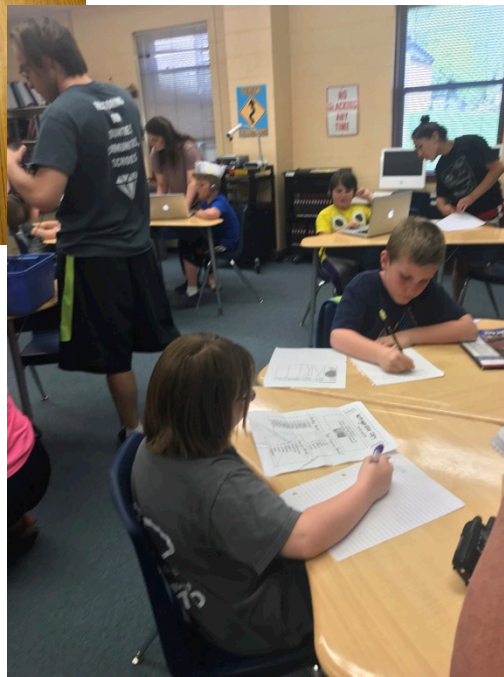
<https://www.lamonischools.org/vnews/display.v/SEC/Exploration%20Academy%7CArchived%20Newsletters>



Pictures from a variety of program sites included below







Student, teacher, parent, and stakeholder input

Student, teacher, parent, and stakeholder input Required Elements	Complete?
Quotes from student, teacher, parent, and stakeholders.	
Quotes from partners.	
Quotes should be attributed (titles can be used but names only with permission).	
Showcase success of the program, especially for student attendance, behavior and academic success.	

Type or copy and paste student, teacher, parent and stakeholder input here.

Students attending the sites reported they enjoyed programming options, especially field trips and opportunities outside the districts. Parents/guardians reported satisfaction with the before/after school program as well. Parents/guardians were especially appreciative of the comprehensive nature of the after school program: a healthy snack, homework help and physical activity. Parents/guardians also highly value the breakfast/lunch component of the summer program. Transportation home during the school year and round trip transportation in the summer were additional positives. Many parents reported their child would be unable to attend without this school provided transportation. There has also been some parent concern that the programs feel like an extension of “school” rather than enrichment time. This concern was brought to the advisory board in July, and efforts are under way to address this concern.

Teachers have a high degree of support for this program. Many have worked with the program in the past and see the student benefit. Teachers reported students complete homework and daily “at home” reading requirements during the program which relieves stress on students and families while still holding students accountable for the work.

One of the positive unintended benefits most often cited by community members -- teachers, parents, and staff at the Lamoni and Central Decatur Centers -- was the involvement of high school students. In addition to the value they add as mentors and activity leaders, many of these students have acquired a strong career interest in the teaching profession; the program has provided an opportunity for these students to exercise this interest and have led many of them to take *Introduction to Education* course at Graceland University - closing the loop on a system of powerful community partnerships.

Community input was provided through surveys at some centers as well as the connections with community partners. These community partners echoed parents and staff in the vital role the after school and summer programs provide. Community members reported feeling proud that a high quality and free program was available to students in the small rural districts.

7. Sustainability Plans

Sustainability Plans Required Elements	Complete?
Original plan from grant application summary.	
Discuss formal sustainability plan if applicable.	
How program will continue without 21st CCLC grant funding.	
How partnership contributions will help the program continue (refer to partnership table from section 3).	

0.

Type or copy and paste Sustainability Discussion here.

Sustainability through program/data analysis: Continuous program improvement starts with vested stakeholders regularly reviewing data and evaluating progress towards the various established goals. The site coordinators and district administrators used data driven evaluation techniques and committed to collaborate on ways to obtain the best possible student learning outcomes. The data was then distributed to key stakeholders for reflection, analysis, and evaluation. Recommendations for changes for improvements followed analysis and interpretation of reports. Student interest in the program was regularly determined by analyzing the attendance patterns as well as aggregating comments from students, staff, and parents during and after program opportunities. While this worked well within the individual districts, there was a lack of communication between all four centers that limited the use of shared resources and understanding. Leaders recognize this is problem and collectively continue to work on reconciling the issue.

The addition of the Lamoni center might have compounded these issues, but an administrative council was formed with stakeholders from all centers. Coming from a recommendation by the outside evaluators last year, the Decatur County Cares Coalition was formed to provide leadership and accountability as well as a pathway for shared resources and communication.

Sustainability through community partners: Sustainability activities throughout the grant cycle included collaboration with diverse partners to provide an array of quality activities. The activities were designed to intentionally build community awareness of the program in an effort to establish broad community buy-in and to implement a wide range of communication methods to keep critical stakeholders up-to-date about program activities and to engage volunteers and other diversified staff to provide programming. Perhaps the most critical community partner is often the most overlooked and that is the faculty, staff, and administration of each center. Each site coordinator worked to maintain a close relationship with each school district to ensure a connection to the school and the school community to capitalize upon and align with the instructional standards and goals of each.

Sustainability through advocacy: The program centers publicly shared program success and needs with the community at large. District administration advocated with legislative bodies

to preserve funding. Central Decatur and the Leon community as well as Graceland and the Lamoni community hosted multiple state and national policymakers in recent years as a part of the ongoing effort to share the positive effects of multiple initiatives.

Sustainability through media: The site coordinators utilized all school and community communication streams to inform the public of the activities and successes of the four program sites. This included postings to social media and more traditional newspaper/newsletter outlets. All marketing efforts were evaluated for their effectiveness in increasing attendance, procuring community support, and identifying potential additional funding streams.

Sustainability through adaptability: Sustainability planning must be creative, flexible and rely on strong partners and internal support. The original design of the program involved a high level of collaboration between the two charter districts to ensure uniform delivery of the program; however, as implementation evolved over the course of the grant cycle, it became clear that each site had its unique needs and program delivery was adapted to accommodate those differences in order to best serve students at each center. As the former grant came to a close the centers looked for ways to continue and expand the program in a way that would impact more students. The Central Decatur and Mormon Trail centers looked for additional partners as they applied for the next grant cycle. As a result, the Decatur County Cares Coalition (DC3) was formed and brought several new stakeholders to the table - including a third school district (Lamoni Community School District). The new program design not only increases the number of students impacted, but the new model significantly increases the collaborative processes of the stakeholders, assembles county-wide resources, increases the potential for additional funding sources, and substantially increases the level of accountability for each learning center. As the newly awarded grant (2017) matures and ultimately ends, other funding streams will have to be pursued. Grant funding is critical to the long-term stability of the DC3 program for all students, as the largest cost in maintaining the program is in staffing. Without grant funding, the programs would become more exclusive, as some type of sliding fee scale would need to be implemented. While family/student fees will ultimately help with sustainability, the DC3 Advisory Board recognizes the impact this would have on the target population - low SES students and families. Currently, 65% of the students qualify for free or reduced lunch, with the majority qualifying for free lunch, and many would be unable to afford even the smallest of fees. The DC3 board members are dedicated to finding outside funding sources to sustain the newly awarded beyond the grant dates.

Sustainability through coordinated resources: The school districts provide space, office equipment, and custodial services. School lunch staff provide healthy snacks under the child care food assistance program. The grant partners worked with daily program staff and the site coordinator to provide assistance and information for programming and family literacy needs. Partners worked to combine resources where possible in order to maximize the positive impact on families and the best utilization of public and private funding.

8. Summary and Recommendations

Summary and Recommendations Required Elements	Complete?
Summary of program.	
Dissemination of local evaluation.	
Recommendations for local objectives.	
Recommendations on future plans for change.	

0.

Summary of Program

Summary of Program Required Elements	Complete?
Reference introduction section.	
Showcase successes of program.	
Highlight items contributing to program success.	
Include exemplary contributions from staff, teachers, volunteers and/or partners.	

Type or copy and paste Summary of Program here.

The Decatur County Cares Coalition (Cardinal Muscle, Saints Afterschool Program and Lamoni Exploration Academy) represent a collaborative project resulting from the combined efforts of the Central Decatur Community School District, Lamoni Community School District, and the Mormon Trail Community School District. The partners share resources, responsibilities and risks of the 21st Century program, each contributing to its operations, programming and quality according to individual areas of expertise and mission alignment. The project is closely aligned with district goals, including overall CSIP goals of creating a safe learning environment while increasing math and reading achievement.

This federal grant funding equalizes the opportunity for rural, social and economically disadvantaged students in Decatur County. Transportation and a no-fee structure allows students of all family income levels to participate equally and provides field trips and extended opportunities that would otherwise only be available in more urban settings.

Dissemination of Local Evaluation.

Dissemination of Local Evaluation Required Elements	Complete?
Exact url where local evaluation is posted (required by US DOE).	
Discussion of other methods of Dissemination (Board reports, community meetings, person to person, e-mail, etc.)	

Type or copy and paste Dissemination of Local Evaluation here.

This local evaluation will be posted on the school websites at:

<http://www.centraldecatur.org/north-elementary/cardinal-muscle>

<http://www.centraldecatur.org/south-elementary/cardinal-muscle>

<http://www.mormontrailcsd.org/>

<http://www.lamonischools.org/>

Families will be notified of the posting through the school social media account, Facebook and a notice in the newsletter. Hard copies will be available upon request to families at no charge.

Recommendations for Local Objectives.

Recommendations for Local Objectives Required Elements	Complete?
Objectives to be changed and reasons why.	
Objectives to be added.	
Include objectives not met.	
Include objectives not measured.	

Type or copy and paste Recommendations for Local Objectives here.

The program objectives utilized during the first grant cycle were unrealistic and inadequate when measuring program impact. Beginning in the fall of 2017, Lamoni Community School

District was added to the new grant and a joint collaborative advisory board, the Decatur County Cares Coalition, was established to oversee and advise the (now) four centers involved with the project. The board consists of 15 community partners who, collectively, pursue the goal of maximizing resources, partnerships, and opportunities in Decatur County, to serve all Decatur County elementary students and to narrow the achievement gap for students at each of the centers. Under the leadership of the district administration and school advisory councils, new priority needs and objectives for at-risk families were established using objective school and community data. The academic, enrichment and family literacy activities have been carefully linked to student/family needs. This new project has improved the measures by creating specific targets/goals and more realistic learning objectives that are both measurable and observable. The writers of this report find these goals, objectives and measures to be more pragmatic measures of program impact and student success. After having employed these measures for the past year of the grant, the measures (which the evaluators had access to) continue to be valid. In addition, the formation of the Decatur County Cares Coalition with quarterly meetings was empowered to monitor each center's progress, to assert accountability measures that ensure that each center is fulfilling their responsibilities regarding the goals and objectives, and to share resources, ideas, and success stories. This has proven to be very effective in extending the success at the Mormon Trail district center as well as getting the Lamoni center off to a tremendous start! The evaluators recognize that collaboration and communication across districts/communities to meet the needs of the most at-risk youth is difficult and complex work. The board members and community partners have extended their offer to assist in any way they can so that the centers can successfully meet the challenge. This is an important challenge. The new advisory board has provided effective and equitable leadership to ALL centers and, in the future, changes in district/program/center leadership will not impact any center's implementation of the project goals and objectives.

Recommendations on Future Plans for Change.

Recommendations on Future Plans for Changing Required Elements	Complete?
Changes in activities.	
Changes in recruitment efforts.	
Changes in partnerships.	
Changes for sustainability plans.	
Other changes as suggested by governing body.	

Type or copy and paste Recommendations on Future Plans for Change here.

The Decatur County Cares Coalition has provided leadership and support for all centers which

greatly increased each center's success. The evaluators recommend that students continue to be tracked over time (multiple years of the project) providing data for the long-term success of the program. This data could then be used to gain further funding from additional sources. The new grant had indicated this would be the intent. The DC3 quarterly meetings are imperative for continued success as is the analysis of collective data and intentional conversations aimed at improving all services.

The current data evidences that in some areas, nonparticipants outperform participants. The evaluators have expressed confidence that there are outside variables that can be attributed to the higher scores of the non-participants such as family structure and socio-economic status. Further analysis could verify this hypothesis to determine variables, which might influence these differences. This understanding could work to inform program design and delivery for improved student performance.

All learning centers have evidenced a deep commitment to parent/guardian involvement. The evaluators recommend that annual (or more often) parent/community surveys be conducted. Analyzing this data and searching for recurring themes could provide valuable insight and ways to improve programming. Additional ways of collecting parent/guardian data would ensure that parent/guardian ideas and concerns are included when considering the design and delivery of the program.

Due to the rural nature of the school districts, it can be difficult to provide cultural and off-site enrichment opportunities. Increased attendance on these "field trip" days indicates this is a highly preferred activity. It is recommended that the grant applicants consider how to exploit the geographic location of and relationship with Graceland to expand opportunities, increase the frequency of opportunities, or bring the opportunities to each learning center.

In the previous evaluation, the evaluators recommended that the grantees explore the expansion of STEM to STEAM to ensure the integration of fine arts in the culturally deprived Decatur County. To date, all centers have successfully integrated STEAM activities into their programs. It is recommended that each center continue to explore ways to integrate these activities that stretch student learning in the high poverty areas. Additional training with program staff on developing STEAM activities would benefit the programs as would additional resources/funding.

Anecdotal evidence continues to show that homework assistance fills a critical need at all centers. The evaluators recommend that program staff continue to look at more ways to offer specific tutoring for struggling students. It is also recommended that the staff find ways to meet this need without sacrificing the opportunities for academic enrichment. However, the evaluators are concerned that other areas are being sacrificed for the use of homework time. There needs to be data measures that support that it is, in fact, the homework time allowed that contributes to student success and not some other variable. It is also important to establish that homework is aligned with skills tested and that it addresses weak areas for students.

The evaluators recognize the immense potential of the 21st Century Learning program to support the goal of student reading proficiency. It is recommended that the learning centers explore ways the program can support the initiative for intensive reading instruction both during the academic year and summer programs. It is also recommended that program directors work to identify partners outside of the school district that can assist them in this endeavor. Suggested sources might be Graceland University, the public libraries, online resources, and volunteers.

It is recommended that all centers continue to explore and expand and share community partnerships/resources. We recognize that there is a lack of resources in the poverty pocket that is Decatur County; however, an intentional audit of resources is likely to uncover hidden and/or under-utilized resources that would greatly enhance the project.

The evaluators commend the work of the Decatur County Cares Coalition and would encourage them to be vigilant in their work. The quarterly meetings are imperative and of utmost importance to the success of each center. They may wish to consider conducting additional surveys throughout the year and to broaden the scope and use of the information gathered.

The more data the program has the better; it is recommended that more anecdotal data be collected and documented: newspaper articles, pictures on bulletin boards, dedicated webpages or blogs, etc. It is critical that data, including teacher and parent surveys, is consistently gathered and assessed by all program centers in order to more effectively evaluate county-wide impact of the grant. It is also advised that the program centers evaluate possible causes for participant attrition from fall to spring to determine if there are possible interventions that could minimize this trend.

It is evident that all stakeholders are committed to the effort and feel very positive about the opportunities that the centers offer at-risk students. It is recommended that directors engage in continued efforts to establish efficient and effective means of communication between stakeholders and staff to ensure quality program delivery. Again, it is recommended that all stakeholders work to identify additional resources.

The final recommendation is that there be a more substantial effort to provide on-going training and professional development for staff. While the evaluators recognized the importance of consistency of school expectations within the school day and beyond, we would recommend that centers re-evaluate their behavior management policies for after school/summer programs to allow for a more relaxing, enriching experience for all students. We suspect that this might help grow the program. Intentional induction into the leadership roles and purposeful professional development would greatly enhance the program for staff, students and parents.

Overall, the evaluators would like to commend all involved with the programs at these centers and urge the centers to continue efforts to share resources and program development ideas: they are, indeed, each other's most powerful consultants. It is recommended that the advisory board yearly evaluate their membership to assure that the "right people" are at the table so that those that are administrating the program and those that are delivering the program have a robust understanding of each other's roles and responsibilities and so that program impact can genuinely be evaluated. The past year in this grant cycle demonstrates growth and tremendous dedication to the continued improvement for all students in Decatur County.